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ABSTRACT

This paper presents an overview of occupational segregation, which keeps women in lower-paying job categories, especially as this segregation pertains to federal job programs. The first two sections of the paper survey occupational segregation in general, examining the statistics which show that women are heavily concentrated into a very limited number of low-paying, dead-end "women's" jobs; and occupational segregation in federal programs and the government's role in changing those figures. The third and fourth sections examine federal programs in training and employment (the Comprehensive Employment and Training Act [CETA] and the Vocational Education Act) and how these programs perpetuate occupational segregation. Section 5 details efforts to increase the proportion of women in non-traditional fields; while section 6 notes the lack of awareness of and enforcement of anti-discriminatory laws and Executive Order 11246 among job program managers. The final section makes recommendations for federal agencies to implement non-discriminatory practices. Included in the report are nine tables which contain data on occupations, job programs, and vocational education by occupation type and sex. (KC)

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OCCUPATIONAL SEGREGATION:
ANALYSIS AND RECOMMENDATIONS

Prepared by

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for

The Interdepartmental Task Force on Women

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OCCUPATIONAL SEGREGATION

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Occupational Segregation: An Overview

The concerns of women about occupational segregation are succiently expressed by Elizabeth Koontz, chair of the National Commission on Working Women:

> Though women now work an average of 22.9 years of their lives, they are still thought of by many as temporary or secondary workers. Over the years, this traditional view of women has created a situation in which female workers are heavily concentrated in a very limited number of low-paying, dead-end "women's" jobs. Because of this occupational segregation, wage gaps have widened, job status and working conditions have deteriorated, and opportunities for job mobility have stagnated. In short, while the general image of women workers is still based on old assumptions about their role in society, the economics of modern day living have changed their needs and aspirations. That 80 percent of women workers who are clustered at the bottom of the pay scale in clerical, service, sales, factory and plant jobs must no longer be undervalued, underpaid, and underappreciated. The time has come to catch up with reality.

Examples of greater opportunities for women can be cited, but the detailed tables describing the distribution of women in the labor force present a bleak picture (see Tables 1 and 2). Between 1974 and 1977, the percent of women in the labor force increased from 39 to almost 41 percent. Where are these 37 million women employed? They are the librarians (80%), the nurses (97%), the teachers (except college and university) (71%), the sales clerks (70%), the demonstrators (96%), the dressmakers (98%), the vast majority of the 16 million clerical workers (80%), and the bulk of the service workers, such as those in private homes (97%), waiters (90%), and hairdressers (80%). They even dominate "farm laborers, unpaid family workers" (68%).

Within the past three years (1974 to 1977), women have made some in-roads into non-traditional fields, but the labor force still consists of "women's" jobs and "men's" jobs. Women now comprise 9.5% of the lawyers (up from 7%), some 27% of the bank officials (up from 21%), and have gone from being "too few to count" to 1 percent of the carpenters and .2 percent of the electricians.

Women are more than adequately represented in the ranks of the unemployed. Unemployment rates for white women exceed those of white men (in 1977, 7.3% vs. 5.5%), and unemploy-

ment rates for minority women exceed those for minority men (14.0% vs. 12.4%) (see Table 3). While the rates have fluctuated over the last five years, the relationships among women and men have remained unchanged. The highest unemployment rates are for those of minority women, followed in order by those of minority men, white women and white men.

As more women enter or seek to enter the labor force, the disparities between employment opportunities and earnings for women and men must be addressed through both public and private sector efforts. The federal role and federal contributions are detailed in the following sections.

The Federal Role: An Overview

The segregation of women into the lower paying, less prestigious occupations can be countered through two Federal strategies: support of employment and training programs, and enforcement of anti-discriminatory laws. The major federal programs concentrate on providing job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons (i.e., the Comprehensive Employment and Training Act, as amended, administered through the Department of Labor) and in providing vocational education primarily at the high school level for all persons, with percent set-asides for the disadvantaged and handicapped (i.e., the Vocational Education Act, as amended, administered through the Office of Education).

The Department of Defense trains women and men in a variety of military-related skill areas, which for the most part can be used in later civilian employment. The roles of women in the military will be discussed in a separate paper.

Other federal agencies administer programs related to the education and training of women and men for a variety of careers, including some efforts to increase the proportion of women in fields in which they are underrepresented (e.g., the National Institute of Education's program to increase the participation of women and minorities in educational R&D, the National Science Foundation's Women in Science Program), though these efforts are, relatively speaking, quite small.

The federal government, as the single largest employer of women, has sought through Executive Order to increase the representation of women in the higher levels of civil service, but the implementation of these orders (including the development and implementation of affirmative action plans) has been spotty.

Occupational segregation can also be addressed through the legislation prohibiting discrimination on the basis of sex in employment (e.g, Title VII of the Civil Rights Act, the Equal Pay Act, Title IX of the Education Amendments of 1972) and

Executive Order 11246. The Equal Employment Opportunity Commission (EEOC), responsible for the enforcement of Title VII, is the major Federal protector and enforcer of nondiscrimination in employment. Although this paper concentrates on the impact of Federal programs, the need for more vigorous and expeditious enforcement of these laws cannot be underemphasized.

Federal Programs in Training and Employment

Two programs financially dominate federal efforts to reduce unemployment and expand employment opportunities: the Comprehensive Employment and Training Act (CETA) and the Vocational Education Act.[1]

Signed into law in 1973, CETA was designed to provide job training and employment opportunities for economically disadvantaged, unemployed or underemployed persons. There was no mention of women as illustrative or mandatory population segments to be served, nor was there mention of eliminating sex role stereotyping or bias or of efforts to increase the proportion of women in fields where they are underrepresented. The concerns of women were not cited as areas for planning councils or for the National Commission of Manpower Policy to consider and women were not cited as a group to be represented on such councils. Overcoming artificial barriers to employment did not specifically include addressing problems that women traditionally face. Women did not appear as a special target group under special federal responsibilities nor did research on women appear under research to be undertaken. Program participant data by sex were to be collected but the required evaluation activities did not include assessing the impact of the program on women. There were references to prohibiting discrimination on the basis of sex in the law and the Job Corps (Title IV) was to continue efforts to achieve an enrollment ratio of 50 percent women consistent with "(1) efficiency and economy in the operation of the program, (2) sound administrative practice, and (3) the socioeconomic, educational and training needs of the population to be served". A more complete analysis of the 1973 Act is included in the Appendix as is a discussion of the 1978 Amendments.

In October 1978, a number of amendments were incorporated into the Act including changes to sharpen targeting on the intended beneficiaries; focus on significant segments of the eligible population (including women); guard against improper use of funds; clarify and tighten administrative provisions; and require closer coordination with related programs. CETA continues its focus to provide job training and employment opportunities for the economically disadvantaged, unemployed and underemployed persons. Prime sponsors are now, however, required in master and annual plans to describe procedures for participation in occupations traditionally limited to individuals of the opposite sex, for specific services for those persons

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1 The Humphrey-Hawkins bill, signed in October 1978, may also have some impact, although its general language and unknown appropriations make its influence difficult to measure.

experiencing severe handicaps in obtaining employment (including women, single parents and displaced homemakers), and performance and job placement goals for specially defined groups (e.g., women). Planning councils and State council membership is now to include representation of the eligible population (including significant segments thereof). Employment and training opportunities are to be available on an equitable basis among significant segments of the population, given consideration to the relative numbers of eligible persons in each segment. New Programmatic features include: (1) taking household support obligations into account; (2) contributions to occupational development, upward mobility, development of new careers, and overcoming sex stereotyping (including procedures which will lead to skill development and job opportunities for participants in occupations traditionally limited to the opposite sex); (3) part-time, flexitime and other alternative working arrangements for individuals who are unable to because of age, handicap or other factors to work full-time (this may include women but it is not so specifically stated). Evaluation activities are to include the extent to which significant segments of the population of unemployed persons are provided public service employment opportunities. Participant data cross tablulated are also to be provided. In addition, the Secretary of Labor is to evaluate the extent to which programs meet the needs of persons by age, sex, race and national origin. Women, single parents and displaced homemakers are now included under special federal responsibilities. Special reference is given to programs for displaced homemakers (with mention in the Conference report that no more than 2 percent of funds available for Title III be available for such programs). The research section (for federal study) contains the same provision as the 1973 Act to improve employment opportunities and advancement through reduction of discrimination although there is no explicit reference to women. However research activities contain three new provisions: (1) to investigate the applicability of job-sharing, work-sharing and other flexible work hours arrangements in various settings; (2) to investigate the extent to which job and wage classification systems undervalue certain skills and responsibilities on the basis of the sex of persons who usually hold the positions; and (3) to conduct educational and assistance programs designed to eliminate artificial barriers to employment based upon race, sex, national origin, age, record of arrest or conviction, handicaps, marital status and other criteria. To support such programs, information shall be developed identifying all such artificial barriers, the numbers of persons affected, the manner in which such barriers operate, and how such barriers can best be eliminated. Youth employment and training programs now include programs to overcome sex stereotyping in job development and placement and to increase labor force participation rates among women and minorities. The Job Corps continues to have its requirement to increase the proportion of women to 50 percent. While the membership on the National Commission for Employment Policy does not have to be representative of women or of minorities, one of their tasks is to examine the impact of eligibility requirements on single heads of households (especially women and older Americans). And finally, the law requires the Joint Economic Committee submit a report to Congress by March 1, 1979 on the ability of targeted structural employment and training programs to achieve and sustain a decrease in unemployment rates among those segments of the labor force having special difficulty in obtaining employment.

In brief, women are now included in the legislation as a special group (though funding is only attached to displaced homemakers), all programs are to address issues of occupational segregation, and planning councils are to include some representation of significant segments of the eligible population. Some research and evaluation is to be undertaken that deal with the impact of the program on women and with barriers to employment and advancement. These inclusions do not guarantee that the needs of women will be adequately addressed; attention must now be paid to the regulations for CETA and to the enforcement of the law.

The Vocational Education Act, amended in 1976, contains for the first time explicit language to address overcoming sex bias and sex stereotyping in vocational education, but much of the law relates to allowable rather than mandated activity. Among its mandated provisions, each state is to support (1) personnel working full-time to eliminate sex stereotyping and sex bias (with a minimum budget of $50,000 per year); (2) programs for displaced homemakers (although there is no minimum budget in the legislation); (3) exemplary and innovative programs designed to reduce sex bias and sex stereotyping; (4) consumer/homemaking education encouraging participation by both men and women and eliminating sex stereotyping; and (5) representation of women on State Advisory Councils. Allowable activities include support services for women, guidance and counseling on the changing work patterns of women, and grants to overcome sex bias and sex stereotyping (including sex bias in curricula).

Under discretionary programs, the U.S. Office of Education is to collect data on students by race and sex, support programs to overcome sex bias and sex stereotyping and review proposals using criteria about plans to eliminate sex bias and stereotyping in products and about the professional staff being women. A more detailed description of the complex provisions of the Vocational Education Act are included in Appendix A, along with a discussion of areas of concern.

Uncovering Occupational Segregation in Federal Programs

Women are clustered in the lower paying, less prestigious occupations in CETA (and in the Job Corps) and are enrolled in vocational programs which will continue the same pattern of occupational segregation currently typifying the labor force. The available statistics cover years prior to the enactment of amendments to reduce sex stereotyping and sex bias. These patterns of enrollment demonstrate the need for strong positive action at the federal level to overcome occupational segregation in its own programs as well as in the labor force at large.

CETA in-program employment statistics reflect a pattern of occupational segregation and of hourly wage differentials by sex within occupational categories (see Tables 4-6).

In CETA's largest employment category, Public Service Employment, the largest single category for women is clerical occupations where 50 percent of all women are employed (see Table 4). Four out of five persons employed in this category are women and they earn, on the average, 57 cents an hour less than men in that category (that is, their salaries are 82 percent of men's salaries). An additional quarter of the women are found in the

broad category of professional technical managerial and administration where they comprise 44 percent of the category total and earn on the average five cents (one percent) more than men in the same category. An additional 20 percent of the women are employed in service occupations where they comprise 37 percent of this group and earn 43 cents an hour less than men (so their salaries are 87 percent of men's salaries within this same occupational category). With rare exceptions, the hourly earning differentials remain constant even when controlled by age, race and educational level. That is, women in the same occupational field, in the same age groups, of the same race, and having the same educational attainment as men earn less. Earning differentials appear related solely to the fact that these persons are women, and not to other factors. The distribution of men in CETA public service employment reflects a different pattern. Some 34 percent of the men are employed as laborers and an additional 15 percent are employed in crafts. Within these two categories they comprise 95 percent of the participants and earn 53 cents an hour and 30 cents an hour, respectively, more than their female counterparts. The service and professional occupations each employ an additional 18 percent of the men.

In CETA's Adult Work Experience Program, where women comprise almost half of the participants, women are again clustered in clerical occupations (where slighly more than 50 percent are employed) and in service occupations (where 28 percent are employed). While the earning differentials are not as great as in public service employment, women still earn on the average up to 20 cents an hour less than men. See table 5 for more details.

In CETA's on-job-training program, women make up only one-third of all participants. Women are clustered in the clerical and operator occupations (where two-thirds of the women are found) and in the service occupations (where 12 percent are receiving training). Without finer breakdowns within occupational categories it is uncertain what occupational segregation exists. Hourly wages for women, however are considerably less than for men ranging from 31 cents an hour less in clerical occupations (or 90 percent of men's wages) to 40 cents an hour less for service occupations (or 85 percent of men's wages) to 62 cents an hour for operators (or 81 percent of men's wages).

The most recent program enrollment statistics for Job Corps (FY 77) indicate that 30 percent of the participants are women, even though the legislation has stated for the last ten years that every effort should be made to have women be 50 percent of the enrollment.

Occupational segregation is rampant in Job Corps. Women are 100 percent of the nursery school teachers and teacher aides, 92 percent of the participants in health occupations, and 82 percent of the participants terminating in clerical/sales. Of the 12,200 women completing Job Corps training, 75 percent were in these fields (see Table 7). Of the 28,000 men in the Job Corps, 75 percent were enrolled in programs where they are 95 percent of the participants (auto machine repair, construction trades, electrical applicance repair, custodial service and welding).

While the Job Corps Program Review office indicated that orientation and counseling services were provided to all participants, it did not know whether there were any special efforts to encourage men and women into fields

in which they have been traditionally underrepresented.

From 1972 to 1977, enrollment in federally funded vocational education programs grew from 11.6 million to 16.1 million, an increase of almost 40 percent. Enrollment of women increased by slightly less than 30 percent, so that the percentage of women in vocational education declined from 55.3 percent to 51.3 percent during these five years (see Table 8). During that time, the fields traditionally dominated by women saw increases in male enrollment and similarly the fields dominated by men saw some increases in the enrollment of women. For example, the percent of men in consumer/homemaking (non-vocational) rose from 8 percent to 1& percent, an increase of over 420,000 men. While the percent of men in office occupations rose only 1.2 percent (from 24% to 25%), the number of men in office occupations rose by over 250,000.

The percent of women in trades and industry rose from 11.8 percent to 14.3 percent--an increase of 181,000. The overall figures may be somewhat misleading, however, since this category includes some traditionally female fields such as cosmetology, and breakdowns by sex for sub-categories are not available. The percent of women in technical occupations rose from 9.9 percent to 17.0 percent during the five year period, though the actual increase is of only 55,000 women.

What appears to be the case is that more men are entering traditionally women's fields, but there has yet to be a corresponding increase in the number of women entering men's fields. The overall distribution of women in vocational education illustrates this point. In 1972 84 percent of the women in vocational education were found in consumer/homemaking and office occupations while in 1977, some 77 percent of the women were found in these categories (see Table 9).

The 1976 amendments to the Vocational Education Act, with their stronger sex equity provisions, were in force beginning in FY 78. Data for this year will first be available early in 1979. Hopefully, the distribution of women in non-traditional fields will reflect the intentions of the law.

Efforts to Increase the Proportion of Women in Non-Traditional Fields

Over the past few years, several federal agencies have undertaken scattered efforts to increase the proportion of women in non-traditional fields.

1. The National Institute of Education sponsors a grants program to increase the percentage of women and minorities in educational R&D and also supports the National Commission on Working Women.
2. The National Science Foundation supports the Women in Science Ppogram.
3. The Office of Education through the Women's Educational Equity Act, has funded projects to encourage women in such non-traditional fields as engineering. The Bureau of Adult and Occupatioal Education, which administers the Vocational Education Act, has funded the development of model programs and supported the Women in New Careers Project (WINC),

a CETA effort (1974-75), designed to promote women's opportunities in non-traditional blue-collar fields.

4. The Fund for the Improvement of Postsecondary Education has supported grants to encourage women into management fields, including administration in higher education.

5. The Women's Bureau in the Department of Labor has prepared and distributes booklets about a few non-traditional programs and is aware of others, including Wider Opportunities for Women, located in Washington, D.C.

The efforts remain piecemeal and uncoordinated. Knowledge shared is maintained by individual staff members rather than by any concerted effort. If the federal government is to take an active role in reducing occupational segregation, a much more proactive and visible stance must be taken.

Awareness and Enforcement of Anti-Discriminatory Laws and E.O. 11246.

Many federal officials, including project monitors, are unaware of the content and enforcement processes of anti-discriminatory legislation and executive orders, although useful guides have been published (such as the Commission on Civil Rights' Guide to Federal Laws and Regulations Prohibiting Sex Discrimination). Some officials are not aware that affirmative action plans are required of federal agencies; others have no knowledge of their content. Informal compliance reviews are seldom part of site visits made by program staff. In other cases, agency officials are unaware that programs they administer are covered by anti-discriminatory laws. According to a recent survey, approximately $9.6 billion are spent annually by the 20 Federal agencies other than HEW for education and training programs which are subject to Title IX (of the Education Amendments of 1972). Of the agencies having education/training programs subject only to Title IX, none has published Title IX regulations, although the law is more than 6 years old. Of the agencies with double coverage (both Title IX and other anti-sex discrimination provisions), most were unaware of the applicability of Title IX or of the need for intragovernmental coordination of standards and enforcement. There are no Title IX "delegation agreements" between agencies, although numerous Title VI delegation agreements exist. There is no lead agency designated by Executive Order to coordinate enforcement of Title IX and the other sex discrimination provisions. (see Balles, Nancy J. The Unenforced Law: Title IX Activity by Federal Agencies Other than HEW. Report of the National Advisory Council on Women's Educational Programs, 1978, pp 6-7).

Some officials are even unaware of their own sex-biased attitudes. For example:

1. For the last 10 years, the legislative language for one program has stated that the program was to achieve an enrollment ratio of 50 percent women. One program official said, " If we go to a strict quota system, then we have to keep slots open and unfilled for men, which is a problem". In 1977, 30 percent of the people completing the program were women.

2. In another conversation, one program official said " Women are only interested in 'clean hands' trades".

3. One program manager remarked about data from his own project: "Women's wages are less than men's, but when you control for occupational category, they are the same although there are some funny cases where women make more than men". In reviewing the data, it was found that with only rare exceptions, men in the program earn more than women in the same occupational category even when age, education, and race are held constant. When informed of this, the program manager said that he would look at the data more closely and asked if that was evidence of discrimination.

The existence of programmatic legislation and of anti-discriminatory laws is insufficient; awareness and enforcement of these laws are necessary not only to counteract discrimination but to open oppportunities for all persons.

Next Steps for Federal Agencies: Recommendations

Two federal strategies can be used to reduce the effects of occupational segregation and to expand the opportunities available for women in non-traditional fields: programmatic initiatives through existing legislation, and enforcement of anti-discriminatory laws and executive orders. To implement these strategies, a third activity is needed: to inform both federal officials and the general public of federal commitment to eliminating occupational segregation and to expanding opportunities for women in non-traditional careers. No new legislative action is forseen at this time. The laws are on the books. What is needed is the vigorous and expeditious enforcement of the letter and the spirit of these laws. Recommendations are proposed for each of these areas.

Programmatic Initiatives

1. All Departments should declare that equality for the sexes in employment as an official priority. In line with that priority:

A. All federal departments should work to equalize the proportion of men and women at all levels and in all areas of employment through training programs. Program guidelines shall be modified to require applicants to include plans for increasing the number of female and male participants in fields where they are underrepresented as well as to report on progress toward achieving that goal. In addition, participation rates in training programs for the unemployed should reflect the unemployment rates for women and men, and the Job Corps must immediately undertake concerted efforts to fulfill its 10 year legislative mandate to increase the participation of women in the Job Corps to 50 percent.

B. At least ten percent of the appropriations for vocational and training programs should be spent on projects which make special contributions to equal employment opportunity for women.

C. The regulations for the new CETA legislation shall contain specific reference to all sections of the law referring to increasing the representation of women in non-traditional occupations. Prime sponsors

applying for funds must describe procedures and services for participants in occupations traditionally limited to persons of the opposite sex and develop performance and placement goals for specified groups, including women. In any refunding decisions, the success of prime sponsors in increasing opportunities for women in non-traditional careers will be a major factor considered.

D. The Departments of Labor and the Department of Health, Education and Welfare shall support the provision of technical assistance and training (preferably at the regional level) for manpower and vocational personnel to focus on issues related to sex stereotyping in training and employment.

E. The Department of Labor, in conjunction with the Department of Health, Education and Welfare, shall prepare a "How To" guide for instructional personnel to identify key individuals to involve in training programs and to offer guidance on critical factors to consider in the implementation of programs to reduce sex-stereotyping for women entering non-traditional careers.

F. The Department of Labor, in conjunction with the Department of Health, Education and Welfare, through CETA funds shall design and implement in-depth demonstration projects to develop training, job development and placement models for women in non-traditional occupational areas.

G. The Department of Labor, in conjunction with the Department of Health, Education and Welfare, shall desgn validated, high quality career orientation packages (including a student handbook, teacher/counselor guides, and employment sector profiles) for use in programs for women entering non-traditional careers.

2. All Departments shall insure that all instructional and public relations materials developed with federal funds fornational distribution be free of sex bias.

3. Participation on the National Commission for Employment Policy and other National Advisory Councils should reflect the distribution of women in the labor force. In transmitting nominations for confirmation, the President shall ensure that one half of the recommended slate consist of women.

4. Representation on State Planning Councils and on State Advisory Councils should reflect the distribution of women in the labor force.

5. The membership on each proposal and grant application review panel with each department should consist of 50 percent women. No proposal panel shall be approved unless the distribution of women reflects the distribution of women in the labor force at large.

6. All Departments should collect and report to the public basic data on all programs by sex. More specifically, we recommend that:

A. Programs collect and analyze not only participant data by sex but

also staff data by sex. Enrollee cost information should also be collected by sex.

B. All programs prepare descriptive summaries of projects designed to improve employment opportunities for women.

7. All federally sponsored evaluations should include analyses of the presence, causes and impact of sex discrimination in each of the areas being studied. Each evaluation shall also contain a section on the impact of the program on participants, by sex.

8. The Bureau of the Census, responsible for the 1980 Census, and the Departments of Labor and Health, Education and Welfare, responsible for the activities of the National Occupational Information Coordinating Committee, shall ensure that appropriate data are collected to examine the participation of women in the labor force and to analyze factors critical to expanding opportunities for women in the labor market.

9. All departments shall expand efforts to report and disseminate information on women in the labor market, the impact of federal laws on women, and on projects designed to increase the representation of women in fields where they are underrepresented.

Fulfilling the Legal Mandate

10. All Departments administering education programs shall prepare and implement regulations for the enforcement of Title IX of the Education Amendments of 1972. A lead agency shall be designated by Executive Order to coordinate enforcement of Title IX and other sex discrimination provisions.

11. All Departments shall fully inform potential and actual recipients of federal aid of their obligations to eliminate sex discrimination under Title IX of the Education Amendments of 1972, under the Civil Rights Act, and Executive Order 11246.

12. All Departments shall provide workshops and seminars for their own employees, particularly project monitors, to acquaint them with the various laws prohibiting sex discrimination and with methods to detect and eliminate sex bias and sex role stereotyping.

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Table 1. Employed persons in selected occupations, 1974 annual averages

(Numbers in thousands)

Occupation	Total employed	Percent distribution		Occupation	Total employed	Percent distribution	
		Females	Negro and other races			Females	Negro and other races
Total	88,930	38.9	10.8	Managers and administrators, except farm—Continued			
White-collar workers	41,726	48.3	7.1	All other managers and administrators	8,232	16.9	3.8
Professional and technical	12,336	40.5	7.9	Sales workers	5,417	41.8	4.0
Accountants	803	23.7	5.8	Hucksters and peddlers	201	76.1	(1)
Computer specialists	311	19.0	5.5	Insurance agents, brokers, and underwriters	488	13.7	4.7
Computer programmers	189	22.6	(1)	Real estate agents and brokers	394	38.3	(1)
Engineers	1,169	1.3	4.8	Sales workers and sales clerks, n.e.c	4,019	44.2	4.1
Civil engineers	167	(1)	(1)	Sales representatives, manufacturing industries	367	9.2	(1)
Electrical and electronic engineers	287	(1)	5.2	Sales representatives, wholesale trade	788	4.8	(1)
Industrial engineers	183	(1)	(1)	Sales clerks, retail trade	2,292	69.4	5.5
Mechanical engineers	183	(1)	(1)	Sales workers, except clerks, retail trade	488	19.7	(1)
Lawyers and judges	369	7.0	(1)	All other sales workers	337	37.1	(1)
Librarians, archivists, and curators	180	81.7	(1)	Clerical workers	18,043	77.6	8.4
Life and physical scientists	346	16.8	5.9	Bank tellers	361	91.5	6.9
Personnel and labor relations workers	321	34.9	7.5	Billing clerks	187	87.3	(1)
Physicians, dentists, and related practitioners	643	9.3	7.9	Bookkeepers	1,890	88.2	4.4
Physicians, medical and osteopathic	346	9.8	5.5	Cashiers	1,111	87.7	7.9
Nurses, dietitians, and therapists	1,068	93.1	10.3	Clerical supervisors, n.e.c	229	65.1	7.4
Registered nurses	904	96.0	10.1	Counter clerks, except food	347	77.8	7.2
Health technologists and technicians	371	70.6	14.6	Estimators and investigators, n.e.c	389	47.2	8.4
Religious workers	278	18.1	(1)	Expediters and production controllers	189	30.2	7.5
Social and recreation workers	402	57.7	18.9	File clerks	278	86.1	21.0
Social workers	200	61.3	18.7	Mail carriers, post office	287	7.9	12.4
Teachers, college and university	618	30.9	7.3	Office machine operators	662	71.3	14.8
Teachers, except college and university	2,857	68.3	11.3	Computer and peripheral equipment operators	248	33.1	11.8
Elementary school teachers	1,297	84.3	9.8	Keypunch operators	340	83.2	17.3
Prekindergarten and kindergarten teachers	181	97.9	11.8	Payroll and timekeeping clerks	204	77.5	(1)
Secondary school teachers	1,188	48.2	8.4	Postal clerks	293	25.0	21.8
Engineering and science technicians	887	11.4	6.8	Receptionists	488	97.4	7.8
Draftsmen	288	7.7	6.7	Secretaries	2,188	98.2	5.1
Electrical and electronic engineering technicians	173	(1)	(1)	Shipping and receiving clerks	485	15.9	14.0
Technicians, except health, engineering and science	180	11.3	(1)	Statistical clerks	324	73.1	10.5
Writers, artists, and entertainers	1,000	23.6	5.5	Stock clerks and storekeepers	488	25.2	11.5
Editors and reporters	156	42.6	(1)	Teacher aides, except school monitors	260	80.4	22.8
All other professional and technical workers	886	34.8	7.5	Telephone operators	360	83.8	12.6
Managers and administrators, except farm	8,841	18.5	4.2	Typists and stenographers	1,141	96.0	13.4
Bank officials and financial managers	510	21.7	(1)	Typists	1,038	96.2	13.5
Buyers and purchasing agents	270	54.9	(1)	All other clerical workers	2,182	63.4	11.5
Buyers, wholesale and retail trade	180	36.3	(1)	Blue-collar workers	29,778	17.4	12.8
Officials and administrators, public administration, n.e.c	366	20.5	7.0	Craft and kindred workers	11,4[illegible]	4.5	7.8
Restaurant, cafeteria, and bar managers	483	33.8	8.3	Carpenters	1,0[illegible]	(1)	6.1
Sales managers and department heads, retail trade	315	32.4	(1)	Bricklayers and stonemasons	189	(1)	17.8
Sales managers, except retail trade	313	(1)	(1)	Electricians	862	(1)	4.5
School administrators	282	37.8	7.7	Excavating, grading, and road machinery operators	403	(1)	8.2
				Painters, construction and maintenance	456	(1)	11.3

See footnotes at end of table.

Table 1. Employed persons in selected occupations, 1974 annual averages—Continued

(Numbers in thousands)

Occupations	Total employed	Percent distribution	
		Females	Negro and other races
Blue-collar workers—Continued			
Craft and kindred workers—Continued			
Plumbers and pipe fitters	395	(1)	5.9
Other construction craft workers	378	(1)	15.9
Blue-collar worker supervisors n.e.c.	1,457	6.8	7.3
Machinists and job setters	568	(1)	6.5
Machinists	462	(1)	5.8
Metal craft workers, excluding mechanics, machinists, and job setters	648	(1)	6.5
Sheetmetal workers and tinsmiths	162	(1)	(1)
Tool and die makers	177	(1)	(1)
Mechanics, automobiles	1,041	(1)	3.0
Automobile body repairers	145	(1)	(1)
Automobile mechanics	898	(1)	7.7
Mechanics, except automobiles	1,914	1.3	6.1
Airconditioning, heating, and refrigeration mechanics	208	(1)	(1)
Heavy equipment mechanics, including diesel	798	(1)	5.9
Printing craft workers	386	18.1	7.8
Compositors and typesetters	186	19.9	(1)
Crane, derrick, and hoist operators	176	(1)	18.2
Stationary engineers	183	(1)	(1)
Telephone installers and repairers	349	4.9	7.4
All other craft workers	1,329	4.2	7.9
Operatives, except transport	10,627	39.2	14.8
Assemblers	1,179	50.1	14.3
Checkers, examiners, and inspectors, manufacturing	757	50.6	11.6
Clothing ironers and pressers	143	76.9	40.6
Cutting operatives, n.e.c.	260	26.9	16.5
Garage workers and gas station attendants	387	5.3	9.8
Laundry and dry cleaning operatives, n.e.c.	176	68.5	31.8
Meat cutters and butchers	252	12.1	10.3
Packers and wrappers, excluding meat and produce	661	53.1	18.4
Painters, manufactured articles	184	15.9	17.1
Precision machine operatives	431	9.5	9.3
Punch and stamping press operatives	170	30.0	12.4
Sewers and stitchers	888	95.3	18.1
Textile operatives	382	54.8	21.7
Spinners, twisters, and winders	141	53.8	23.4
Welders and flame cutters	648	5.0	9.8
All other operatives, except transport	4,181	30.2	14.5
Transport equipment operatives	3,292	5.1	14.8
Busdrivers	205	37.4	20.4
Delivery and route workers	886	4.4	8.1
Fork lift and tow motor operatives	347	(1)	21.0
Taxicab drivers and chauffeurs	174	11.5	21.8
Truckdrivers	1,782	(1)	14.0
All other transport equipment operatives	188	(1)	14.5
Nonfarm laborers	4,380	8.1	19.0
Construction laborers, including carpenters helpers	865	(1)	20.8
Freight and material handlers	801	8.2	20.7
Gardeners and groundskeepers, except farm	842	(1)	18.1
Stockhandlers	827	20.0	18.5
Vehicle washers and equipment cleaners	178	10.7	22.5
Warehousemen, n.e.c.	213	(1)	15.5
All other nonfarm laborers	964	7.8	24.0
Service workers	11,373	62.9	20.5
Private households	1,228	97.8	38.6
Child care workers	496	98.0	8.9
Cleaners and servants	588	97.6	61.4
All other private household workers	144	97.9	44.4
Service workers, except private household	10,145	58.7	18.4
Cleaning service workers	2,136	35.0	28.4
Lodging quarters cleaners	183	57.4	34.7
Janitors and sextons	1,220	13.0	24.8
Building interior cleaners, n.e.c.	714	56.0	33.1
Food service workers	3,538	70.2	14.5
Bartenders	233	32.8	(1)
Cooks	955	56.5	21.5
Dishwashers	208	37.0	19.2
Food counter and fountain workers	261	86.2	8.3
Waiters and waiters' assistants	1,343	83.3	9.5
Waiters	1,182	91.8	8.1
Health service workers	1,812	88.1	23.4
Health aides and trainees, excluding nursing	186	81.3	17.8
Nursing aides, orderlies, and attendants	880	86.9	26.2
Practical nurses	340	96.8	23.8
Personal service workers	1,808	75.2	13.8
Attendants	273	54.2	12.8
Barbers	127	(1)	12.8
Child care workers	409	94.9	15.4
Hairdressers and cosmetologists	486	92.4	8.8
Protective service workers	1,254	8.4	11.5
Fire fighters	219	(1)	7.3
Guards	473	6.1	16.5
Police	484	(1)	8.4
Farm workers	3,048	16.8	8.3
Farm and farm managers	1,843	8.0	3.9
Farmers (owners and tenants)	1,810	8.0	3.7
Farm laborers and supervisors	1,408	27.4	13.5
Farm laborers, wage workers	883	14.8	17.4
Farm laborers, unpaid family workers	376	63.6	4.8

(1) Percent not shown where employment estimate is less than 15,000.

NOTE: N.E.C. is an abbreviation for "not elsewhere classified" and designates broad categories of occupations which cannot be more specifically identified.

Source: US. DOL/BLS, Employment and Earnings, January 1975.

able 2.

Employed persons by detailed occupation, sex and race, 1977

[Percent distribution]

Occupation	Total employed	Percent distribution: Female	Percent distribution: Black and other
Total employed (thousands)	90,346	40.3	10.8
White-collar workers	45,187	51.3	7.7
Professional and technical	13,692	42.6	8.4
Accountants	868	27.3	4.8
Architects	58	3.4	5.2
Computer specialists	371	23.2	5.9
Computer programmers	221	26.2	6.3
Computer systems analysts	129	20.2	5.4
Engineers	1,267	2.7	5.5
Aeronautical and astronautical engineers	54	1.9	3.7
Civil engineers	171	1.2	7.6
Electrical and electronic engineers	324	2.8	5.9
Industrial engineers	214	7.0	4.2
Mechanical engineers	213	.9	5.6
Lawyers and judges	462	9.5	3.2
Lawyers	441	9.3	3.2
Librarians, archivists, and curators	208	79.8	9.1
Librarians	193	83.4	9.8
Life and physical scientists	275	15.6	8.7
Biological scientists	55	36.4	12.7
Chemists	124	13.7	10.5
Operations and systems researchers and analysts	122	20.5	4.1
Personnel and labor relations workers	370	43.5	11.9
Physicians, dentists and related practitioners	724	10.6	6.9
Dentists	105	2.9	3.7
Pharmacists	138	17.4	4.3
Physicians, medical and osteopathic	403	11.2	9.2
Nurses, dietitians, and therapists	1,285	92.8	11.5
Registered nurses	1,063	96.7	11.3
Therapists	178	68.5	9.6
Health technologists and technicians	462	71.4	12.1
Clinical laboratory technologists and technicians	194	74.2	13.5
Radiologic technologists and technicians	85	71.8	7.1
Religious workers	347	13.0	8.6
Social scientists	224	28.6	3.1
Economists	106	17.9	4.7
Psychologists	92	41.3	2.2
Social and recreation workers	444	69.8	10.9
Social workers	325	61.2	10.1
Recreation workers	119	59.7	19.3
Teachers, college and university	362	31.7	7.5
Teachers, except college and university	3,024	70.9	9.8
Adult education teachers	76	46.1	9.2
Elementary school teachers	1,313	86.2	11.4
Prekindergarten and kindergarten teachers	231	98.7	15.2
Secondary school teachers	1,137	31.2	8.0
Teachers except college and university, n.e.c.	246	75.2	4.9
Engineering and science technicians	892	14.9	7.0
Chemical technicians	78	15.4	9.0
Drafters	283	13.8	7.1
Electrical and electronic engineering technicians	194	10.3	9.8
Surveyors	68	1.5	--
Technicians, except health, engineering and science	186	19.9	6.5
Airplane pilots	64	--	1.6
Vocational and educational counselors	175	49.1	14.3
Writers, artists, and entertainers	1,141	35.5	5.4
Athletes and kindred workers	103	41.9	6.7
Designers	146	24.0	2.7
Editors and reporters	185	44.9	4.9
Musicians and composers	134	31.2	9.7
Painters and sculptors	177	44.6	4.5
Photographers	81	13.6	3.7
Public relations specialists and publicity writers	120	38.3	5.0
Research workers not specified	111	40.5	12.6
All other professional and technical workers	114	25.4	6.1
Managers and administrators, except farm	9,662	22.3	4.8
Bank officials and financial managers	343	27.3	4.4
Buyers and purchasing agents	372	28.0	3.8
Buyers, wholesale and retail trade	162	37.0	4.3
Credit and collection managers	54	33.3	1.9
Health administrators	175	45.1	5.1
Inspectors, except construction and public administration	103	9.7	7.8
White-collar workers—Continued			
Managers and administrators—Continued			
Managers and superintendents, building	151	49.0	5.3
Office managers, n.e.c.	343	58.0	3.2
Officials and administrators, public administration n.e.c.	401	24.9	8.5
Officials of lodges, societies and unions	118	24.6	5.9
Restaurant, cafeteria and bar managers	348	34.7	8.9
Sales managers and department heads, retail trade	345	36.2	5.2
Sales managers, except retail trade	321	3.7	7.9
School administrators, college	126	29.4	2.5
School administrators, elementary and secondary	265	36.2	7.9
All other managers and administrators	5,797	15.2	4.1
Sales workers	5,728	43.3	4.5
Advertising agents and sales workers	81	27.2	2.5
Demonstrators	92	95.7	5.
Hucksters and peddlers	198	79.8	7.1
Insurance agents, brokers, and underwriters	900	16.6	5.4
Newspaper carriers and vendors	110	26.4	5.5
Real estate agents and brokers	302	43.8	2.0
Stock and bond sales agents	98	13.3	2.0
Sales workers and sales clerks, n.e.c.	4,141	45.0	4.6
Sales representatives, manufacturing industries	336	13.1	3.6
Sales representatives, wholesale trade	850	7.6	2.6
Sales clerks, retail trade	2,316	70.4	5.8
Sales workers, except clerks, retail trade	486	14.6	2.9
Sales workers, services and construction	151	35.1	4.3
Clerical workers	16,106	78.9	9.8
Bank tellers	408	90.0	7.6
Billing clerks	156	87.8	5.8
Bookkeepers	1,726	90.0	4.4
Cashiers	1,326	87.0	8.8
Clerical supervisors, n.e.c.	226	65.9	9.7
Collectors, bill and account	71	47.9	8.5
Counter clerks, except food	343	77.8	9.6
Dispatchers and starters, vehicle	99	20.2	9.1
Estimators and investigators, n.e.c.	451	51.0	9.3
Expediters and production controllers	215	34.0	8.8
File clerks	274	84.7	20.4
Insurance adjusters, examiners, and investigators	168	50.6	10.1
Library attendants and assistants	142	80.3	16.2
Mail carriers, post office	242	9.5	10.3
Mail handlers, except post office	147	49.7	21.1
Messengers and office helpers	93	28.0	17.2
Office machine operators	739	73.8	14.9
Bookkeeping and billing machine operators	52	92.3	11.5
Computer and peripheral equipment operators	302	54.6	11.6
Key punch operators	280	93.2	17.9
Payroll and timekeeping clerks	227	76.2	7.5
Postal clerks	267	31.8	26.2
Receptionists	331	96.8	8.1
Secretaries	3,421	99.1	5.4
Secretaries, legal	133	100.0	3.4
Secretaries, medical	90	100.0	5.6
Secretaries, n.e.c.	3,177	99.1	5.5
Shipping and receiving clerks	467	19.5	13.7
Statistical clerks	357	75.6	11.2
Stenographers	83	91.6	12.0
Stock clerks and storekeepers	497	30.8	12.3
Teachers aides, except school monitors	320	93.4	16.9
Telephone operators	342	95.3	14.0
Ticket, station and express agents	129	42.6	10.9
Typists	1,006	96.3	14.5
All other clerical workers	1,613	73.4	11.6
Blue-collar workers	30,211	17.7	12.2
Craft and kindred workers	11,881	5.0	7.4
Carpenters	1,171	.9	4.4
Bricklayers and stonemasons	177	--	18.1
Cement and concrete finishers	72	--	31.9
Electricians	588	.2	4.8
Excavating, grading, and road machinery operators	406	.2	9.6
Painters, construction and maintenance	461	3.3	10.2

Source: U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, January 1978.

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23. Employed persons by detailed occupation, sex and race, 1977—Continued

[Percent distribution]

Occupation	Total employed	Percent distribution	
		Female	Black and other
Blue-collar workers—Continued			
Craft and kindred workers—Continued			
Plumbers and pipefitters	429	.5	8.2
Structural metal craft workers	68	--	5.9
Roofers and sheeters	100	1.0	13.0
Blue-collar worker supervisors, n.e.c.	1,554	9.0	7.4
Machinists and job setters	576	2.6	8.0
Jig and die setters, metal	97	2.1	5.2
Machinists	478	2.7	8.6
Metal craft workers, excluding mechanics, machinists, and job setters	653	3.1	6.7
Millwrights	97	--	2.1
Molders, metal	53	13.2	15.1
Sheetmetal workers and tinsmiths	154	1.9	7.1
Tool and die makers	193	1.6	2.1
Mechanics, automobiles	1,161	.9	8.0
Automobile body repairers	179	.6	7.3
Mechanics, automobiles	981	1.0	8.2
Mechanics, except automobiles	2,019	1.6	6.1
Airconditioning, heating, and refrigeration mechanics	194	.5	1.6
Aircraft mechanics	118	.8	4.3
Data processing machine repairers	50	4.0	6.0
Farm implement mechanics	67	--	3.0
Heavy equipment mechanics, including diesel	910	1.3	6.2
Household appliances and accessory installers and mechanics	149	2.0	7.4
Office machine repairers	69	1.4	4.3
Radio and television repairers	134	3.7	6.0
Railroad and car shop mechanics	53	1.9	5.7
Printing craft workers	389	22.4	8.0
Compositors and typesetters	166	27.1	6.0
Printing press operators	153	11.1	7.2
Bakers	106	39.6	9.4
Cabinetmakers	85	3.5	3.5
Carpet installers	72	--	6.9
Crane, derrick, and hoist operators	169	.6	13.0
Decorators and window dressers	124	65.3	5.6
Electric power line and cable installers and repairers	107	--	3.7
Inspectors, n.e.c.	132	8.6	9.2
Locomotive engineers	47	2.1	6.4
Stationary engineers	183	.5	4.6
Tailors	43	34.9	11.6
Telephone installers and repairers	279	5.0	6.5
Telephone line installers and repairers	68	1.5	4.4
Upholsterers	70	25.7	10.0
All other craft workers	352	13.2	7.8
Operatives, except transport	10,334	39.6	14.3
Assemblers	1,136	50.3	15.7
Checkers, examiners, and inspectors, manufacturing	684	49.4	10.3
Clothing ironers and pressers	132	78.0	41.7
Cutting operatives, n.e.c.	252	31.7	12.3
Dressmakers and seamstresses, excluding factory	119	98.3	11.8
Drillers, earth	62	3.2	4.8
Dry wall installers and lathers	77	1.3	6.5
Filers, polishers, sanders, and buffers	119	31.9	10.9
Furnace tenders, smelters, and pourers, metal	76	1.3	18.4
Garage workers and gas station attendants	427	3.2	8.9
Laundry and dry cleaning operatives, n.e.c.	165	64.8	27.9
Meat cutters and butchers, excluding manufacturing	187	7.0	9.1
Meat cutters and butchers, manufacturing	88	33.2	21.6
Mine operatives, n.e.c.	200	1.5	4.0
Mixing operatives	88	3.7	15.9
Packers and wrappers, excluding meat and produce	610	63.6	17.4
Painters, manufactured articles	152	17.8	16.4
Photographic process workers	83	52.0	14.5
Precision machine operatives	372	10.2	8.3
Drill press operatives	62	21.0	9.7
Grinding machine operatives	126	6.3	10.3
Lathe and milling machine operatives	121	9.1	7.4
Punch and stamping press operatives	152	36.2	15.1
Sawyers	130	7.7	18.5
Sewers and stitchers	820	95.2	18.8
Shoemaking machine operatives	77	71.4	7.8
Furnace tenders and stokers, except metal	72	1.4	15.3
Textile operatives	389	59.4	20.8
Spinners, twisters, and winders	168	69.6	20.8
Welders and flame cutters	639	6.3	8.8
Winding operatives, n.e.c.	58	56.9	5.2
All other operatives, except transport	2,988	32.2	14.2
Transport equipment operatives	3,476	6.8	14.6
Busdrivers	339	42.2	15.9
Delivery and route workers	516	7.0	7.4
Fork lift and tow motor operatives	391	3.6	19.9
Railroad switch operators	51	--	9.8
Taxicab drivers and chauffeurs	167	9.6	24.6
Truck drivers	1,898	1.3	14.3
All other transport equipment operatives	114	4.4	18.4
Nonfarm laborers	4,500	9.4	18.1
Animal caretakers	90	46.7	7.8
Construction laborers including carpenters' helpers	869	2.0	17.5
Freight and material handlers	783	7.9	19.4
Garbage collectors	73	1.4	37.0
Gardeners and groundskeepers, except farm	397	4.2	17.9
Timber cutting and logging workers	98	--	22.4
Stockhandlers	856	22.7	11.6
Vehicle washers and equipment cleaners	191	12.6	23.0
Warehouse laborers, n.e.c.	235	5.1	17.4
All other nonfarm laborers	708	6.4	23.2
Service workers	12,392	62.0	19.8
Private households	1,158	97.0	35.8
Child care workers	443	97.5	9.3
Cleaners and servants	574	96.5	35.4
Housekeepers	106	97.2	34.0
Service workers, except private households	11,234	58.3	18.1
Cleaning workers	2,503	34.9	28.9
Lodging quarters cleaners	178	96.1	42.7
Building interior cleaners, n.e.c.	829	53.7	32.3
Janitors and sextons	1,356	15.4	25.0
Food service workers	4,095	68.5	13.8
Bartenders	272	41.9	6.6
Waiters' assistants	192	22.4	12.0
Cooks	1,106	56.3	20.6
Dishwashers	257	30.4	14.4
Food counter and fountain workers	434	85.7	10.6
Waiters	1,310	90.4	7.6
Food service workers, n.e.c.	503	74.3	21.8
Health service workers	1,747	89.2	22.7
Dental assistants	123	98.4	5.7
Health aides and trainees, excluding nursing	245	84.5	18.0
Nursing aides, orderlies, and attendants	1,008	86.3	26.5
Practical nurses	371	96.8	21.6
Personal service workers	1,705	74.0	13.6
Attendants	295	53.9	13.2
Barbers	118	8.5	14.4
Child care workers	442	95.2	12.4
Hairdressers and cosmetologists	526	88.2	8.6
Housekeepers, excluding private households	127	64.6	18.9
Welfare service aides	77	89.6	31.2
Protective service workers	1,324	7.9	12.2
Fire fighters	225	.4	7.1
Guards	490	10.2	18.0
Police	498	3.8	9.2
Sheriffs and bailiffs	60	5.0	6.7
Farm workers	2,756	17.2	7.7
Farmers and farm managers	1,459	6.4	2.5
Farmers (owners and tenants)	1,427	6.4	2.5
Farm laborers and supervisors	1,296	29.4	13.5
Farm laborers, wage workers	936	17.0	17.2
Farm laborers, unpaid family workers	323	67.8	4.0

NOTE: N.E.C. is an abbreviation for "not elsewhere classified" and designates broad categories of occupations which cannot be more specifically identified.

Table 3

Unemployment Rates for Women and Men by Race: 1973-1977

Year	White Men	Black & Other Race Men	White Women	Black & Other Women
1973	3.7%	7.6%	5.3%	10.5%
1974	4.3	9.1	6.1	10.7
1975	7.2	13.7	8.6	14.0
1976	6.4	12.7	7.9	13.6
1977	5.5	12.4	7.3	14.0

Source: U.S. Department of Labor, Bureau of Statistics, Employment and Earnings, January 1974, 1975, 1976, 1977, and 1978

Table 4

CETA In-Program Public Service Employment and Hourly Earnings by Occupational Category by Sex, FY 1977 (Titles I, II, and VI)

Occupational Category	W O M E N		M E N	
	Number	Hourly Earnings	Number	Hourly Earnings
Professional, Technical, Managers, Administration	26,726	$4.08	34,303	$4.03
Sales	158	2.48	672	3.63
Clerical	55,248	3.18	13,283	3.75
Craft Workers	1,643	3.57	29,275	3.87
Operatives (Nontransport)	1,159	2.89	3,776	3.62
Transport Operatives	1,236	3.11	8,997	3.30
Laborers (Except Farm)	3,927	2.92	65,504	3.45
Farmers, Farm Managers, Laborers	155	2.97	956	3.57
Service Workers	20,897	3.01	35,161	3.44
TOTAL	111,716	3.35	193,268	3.63

Source: Unpublished data from the Continuous, Longitudinal Manpower Survey, FY 77

Table 5 CETA Adult Work Experience and Hourly Earnings by Occupational Category, by Sex, FY 77 (Titles I, II, and VI)

Occupational Category	WOMEN Number	WOMEN Hourly Earnings	MEN Number	MEN Hourly Earnings
Professional, Technical Managers, Administration	3,734	$2.83	7,059	$3.05
Sales	187	1.89	205	6.57
Clerical	17,235	2.58	3,950	2.69
Craft Workers	364	2.57	3,752	3.13
Operatives (Nontransport)	716	2.64	1,939	3.42
Transport Operatives	259	2.44	1,729	2.56
Laborers (Except Farm)	512	3.07	8,325	2.71
Farmers, Farm Managers, Laborers	1,614	2.32	478	2.63
Service Workers	9,433	2.58	7,806	2.74
TOTAL	34,053	2.60	35,671	2.88

Source: Unpublished data from the Continuous, Longitudinal Manpower Survey, FY 77

Table 6

CETA On-Job-Training and Hourly Earnings
by Occupational Category, By Sex, FY 1977
(Titles I, II, and VI)

Occupational Category	W O M E N		M E N	
	Number	Hourly Earnings	Number	Hourly Earnings
Professional, Technical, Managers, Administration	1,977	$3.09	4,111	$3.76
Sales	1,197	2.67	2,183	3.39
Clerical	9,593	2.94	2,520	3.25
Craft Workers	1,248	2.94	14,669	3.73
Operatives (Nontransport)	8,755	2.73	14,016	3.35
Transport Operatives	87	3.66	4,726	3.71
Labroers (Except Farm)	427	2.48	7,295	3.63
Farmers, Farm Managers, Laborers	204	2.16	646	2.77
Service Workers	3,248	2.42	5,508	2.82
TOTAL	26,980	2.80	55,965	3.49

Source: Unpublished data from the Continuous, Longitudinal Manpower Survey, FY 1977

Table 7

Participants Termininating Job Corps Programs by Occupational Category and by Sex FY 1977

Occupational Category	Number of Participants		Women as a Percent of Total
	Women	Men	
Subprofessional	223	128	63.5
(Drafting)	(145)	(43)	
(Cosmetology)	(72)	(10)	
Clerical/Sales	3800	835	82.0
Service Occupations	206	2055	9.1
(Nursery School Teacher)	(83)	(0)	
(Teacher Aide)	(32)	(0)	
(Custodial/Maintenance)	(61)	(2055)	(2.9)
Farming/Forestry	57	373	13.2
(Nursery Worker)	(32)	(139)	
(Forestry & Conservation)	(25)	(230)	
Food Service	749	2475	22.5
Auto/Machine Repair	116	4428	2.5
Construction Trades	283	8132	3.4

(Continued)

Table 7

Occupational Category	Number of Participants		Women as a Percent of Total
	Women	Men	
Electrical Appliance Repair	24	410	5.5
Industrial Production	578	2853	16.9
(Welder)	(78)	(1387)	
(Electrical Assembly)	(98)	(179)	
(Offset Operator)	(296)	(161)	
Transportation	71	224	24.1
(Stock Clerk)	(70)	(130)	
Health Occupations	2713	243	91.8

Source: Unpublished data from Job Corps Program Review Office, DOL, FY 77

Table 8

Enrollment in Vocational Education Programs by Occupational Category and by Sex 1972, 1975, and 1977

Occupational Category	1972 Total Enrollment	1972 Percent Women	1975* Total Enrollment	1975* Percent Women	1977 Total Enrollment	1977 Percent Women
Total Vocational Education	11,602,144	55.3	15,340,426	51.8	16,134,979	51.3
Vocational Agriculture	896,460	5.3	1,012,595	9.5	1,056,259*	14.9
Distributive Education	640,423	45.2	873,224	47.2	966,156	49.7
Health Occupations	336,652	84.6	616,638	77.6	740,520	78.2
Consumer/Homemaking	3,165,732	92.1	3,283,857	84.7	3,652,793	81.5
Home Economics (Vocational)	279,966	86.0	462,683	82.9	510,816	83.9
Office Occupations	2,351,878	76.3	2,951,065	73.4	3,273,049	75.1
Technical Education	337,069*	9.9	447,336	9.3	519,537*	17.0
Trades and Industry	2,397,968*	11.8	3,016,509		3,246,688	14.3

(Continued)

Table 8

* For all categories in FY 75 and scattered categories in FY 72 and FY 77, the total enrollment figure includes those cases where statistics by sex were not available. The percent women is based on a smaller set of figures.

Source: Unpublished data from the Bureau of Occupational and Adult Education, U.S. Office of Education based on State reports, FY 72, FY 75, and FY 77.

Table 9 Distribution of Women in Vocational Education by Occupational Category, 1972, 1977

Occupational Category	Year 1972	1977
Total	100%	100%
Vocational Agriculture	.8	2.0
Distributive Education	4.9	6.3
Health	4.8	7.6
Consumer/Homemaking	49.2	39.0
Home Economics (Vocational)	4.7	5.6
Office	30.3	32.2
Technical Education	.6	1.2
Trade and Industry	4.8	6.1

Source: Unpublished data from State Reports, compiled by the Bureau of Adult and Vocational Education, U.S. Office of Education, FY 72, FY 77

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November 1978
Mary Ann Millsap

Appendix A

The Vocational Education Act, as amended in 1976, and Its Impact on Women

The Vocational Education Act, as amended in 1976, and Its Impact on Women

While the vocational education language appearing in the Education Amendments of 1976 is the most progressive to date and explicitly addresses overcoming sex bias and sex stereotyping in vocational education programs, much of the law relates to allowable rather than mandated activity. Therefore the accountability reports and other impact evaluation studies will require close public scrutiny to insure that the spirit of the law is being carried out.

The regulations, like the law, are divided into two parts: State vocational education programs and Commissioner's discretionary programs. The State vocational education programs are by far the largest with an authorization of $951 million in FY 78 while the Commissioner's discretionary programs have an authorization level of $129 million in FY 78.

STATE VOCATIONAL EDUCATION PROGRAMS

The State vocational education programs are based on five-year State plans, with an annual program plan and accountability report. The State board with the assistance of state advisory council and local advisory councils develop the plan for approval by the U.S. Office of Education. All plans and reports must have public hearings prior to their completion. No activities may be undertaken unless included in the approved five-year State plan and annual program plan.

Within the State grants program there are four funding categories: basic grants, program improvement and supportive services, special programs for the disadvantaged, and consumer and homemaking education.

Basic Grants

Within the Basic Grants allotment to States, there are two mandated activities in addition to set-asides for the disadvantaged (20 percent), handicapped (10 percent) and postsecondary education (15 percent). Each State shall expend not less than $50,000 per fiscal year to support personnel working full-time to eliminate sex discrimination and sex stereotyping. The activities of such personnel include (1) creating awareness of programs designed to reduce sex bias and sex stereotyping, including assisting the State board in publicizing the public hearings on the State plan; (2) gathering, analyzing and disseminating data on the status of women and men students and employees; (3) developing and supporting action to correct problems identified; including creating awareness of the Title IX complaint process; (4) monitoring the implementation of laws prohibiting sex discrimination in hiring, firing and promotion procedures relating to vocational education; (5) making information available developed under this section to all concerned parties, including the general public; and (6) reviewing the distribution of contracts and grants, all vocational education programs in the State for sex bias, the self-evaluations required by Title IX, and the five-year State plan and annual plan.

The other mandated activity under the Basic Grants section relates to providing vocational education programs for displaced homemakers and other special groups. While there is no specified minimum allocation for these progams, each State shall nevertheless provide vocational education programs to (1) persons who had been homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; and (4) women and men now in jobs traditionally considered jobs for women or jobs for men who wish to seek employment in non-traditional jobs.

The Basic Grants program permits a wide range of allowable activities as well, including support for work-study, for cooperative vocational education, energy education, construction stipends for needy students, placement services, state administration, day care services for children of students, and support services for women. The support services for women are described in some detail in the regulations and include counseling, job development, job follow-up support, and support to increase the number of women instructors in programs which have traditionally mostly enrolled males.

Program Improvement and Supportive Services

While the basic grants program has by far the largest authorization ($704 million in FY 78), the Program Improvement and Supportive Services section has an authorization level of $176 million in FY 78. Funding for these two sections is determined by law at a 4 to 1 ratio.

Program improvement activities are to be carried out through support of research programs, exemplary and innovative programs, and curriculum development activities. A research coordinating unit is to be established in each State to coordinate these various activities.

Research: In the research area, a number of activities may be funded, including programs and projects designed to overcome problems of sex bias and sex stereotyping; review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race or national origin; research and experimental projects designed to identify new careers; and dissemination of research results, including the employment of persons to act as disseminators on a local level of these results.

Exemplary and Innovative Programs: Here a number of illustrations are given of possible work to be supported. These include development of high quality vocational education programs in urban centers, programs for persons of limited English speaking ability, programs to familiarize elementary and secondary students with the broad range of occupations, and dissemination.. Every contract for exemplary and innovative projects shall give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education.

Vocational guidance and counseling is also supported in this section of the legislation, including training designed to acquaint guidance counselors with (1) the changing work patterns of women,

(2) ways of effectively overcoming occupational sex stereotyping; and (3) ways of assisting girls and women in selecting careers solely on their occupational needs and interests.

The training of vocational education personnel also comes within the purview of this section on program improvement and supportive services. Training can include both part-time or short-term training as well as full-time academic year or summer sessions.

The last category of activities allowable within this section of the law is the provision of grants to overcome sex bias and sex stereotyping. These are allowable rather than mandated grants in the legislation. As with the other language on overcoming sex bias and sex stereotyping the possible activities described in this area are quite specific and relate to research projects, development and review of curriculum materials, and training.

Special Programs for the Disadvantaged

In addition to the minimum 15 percent set-aside for the disadvantaged in the Basic Grants program described earlier, the law also contains a separately funded section (with an authorization of $35 million in FY 78) for special programs for the disadvantaged. None of the illustrations given refer to women directly. The federal share of these programs can be as high as 100 percent. Participants are restricted to those who either don't have the prerequisites for success in the program or are enrolled in a vocational education program but need supportive services or special programs to meet the program requirements.

Consumer and Homemaking Education

The final section of the State program, and separately funded (with an authorization of $55 million in FY 78) are grants for consumer and homemaking education. Funds will only be provided for programs which encourage the participation of both females and males; encourage the elimination of sex stereotyping; give greater consideration to economic, social and cultural conditions and needs; encourage outreach programs (including services to courts and correctional institutions); are connected with the health care delivery systems (such as providing parenthood education, nutrition education and consumer education); and are preparing males and females who have entered or are going to enter the work of the home.

These four sections--basic grants, program improvement and supportive services, special programs for the disadvantaged, and consumer and homemaking education--are all programs included in the five year State plan, annual plan and accountability report.

COMMISSIONER'S DISCRETIONARY PROGRAMS

Independent of the state vocational education program are the programs funded through the Commissioner's discretionary powers. These programs are of five types: program improvement, support of Indian tribes, training of vocational education personnel, emergency assistance

for renovating facilities and bilingual vocational education. Also included under national programs is a requirement that the Commissioner of Education and the Administrator of the National Center for Educational Statistics develop "vocational education data and occupational information data systems" including data on students by race and sex. There is no requirement in the law that program completers or leavers or staff data be collected by sex. An amount equal to 5 percent of the appropriation for Basic Grants and Program Improvement and Supportive Services are to be used for these national programs (with at least $3 million but not more than $5 million for the National Occupational Information Coordinating Committee).

Program Improvement

In addition to support for a National Center for Research in Vocational Education, the Commissioner will support program improvement through projects of national significance. These can be in applied research and development, in experimental programs, in curriculum development, guidance and counseling, personnel development and in grants to assist in overcoming sex bias and sex stereotyping. Among the criteria to be used in reviewing applications are the use of professional staff members from minorities or who are women and plans to eliminate sex bias and stereotyping in products and proposed dissemination plans. Among the discretionary programs, those related to programs of national significance are the only ones with mandated or allowable language concerning women.

Indian Tribes

Under the program on Indian tribes, the Commissioner, at the request of an Indian tribe, can make a contract or contracts directly with Indian tribal organizations to plan, conduct or administer vocational education programs.

Training of Vocational Education Personnel

This activity consists of two programs--one designed to provide opportunities for experiences vocational educators to spend up to three years in advanced study of vocational education, the other designed to provide fellowships to either certified teachers in other areas or persons employed in industry, business or agriculture so they can become vocational educators.

Renovation

For those school districts in urban and rural reas which are unable to provide up to date vocational training because of the age of their facilities or the obsolete nature of their equipment, the emergency assistance program is designed to assist in modernization..

Bilingual Vocational Education

The bilingual vocational education program is the fifth and last of the discretionary programs in the legislation. Sixty-five percent of the funds available under the program are to be spent on bilingual training programs for persons who have completed or left elementary or secondary school or who have already entered the labor market and need training or retraining. The program is designed to enable persons of limited English-speaking ability to perform adequately in environments requiring English language skills and to fill the critical need for more and better trained persons in occupations vital to the persons and the economy. Twenty-five percent of the funds may be used to conduct training for instructors of bilingual vocational training programs. The remaining 10 percent is to be used to develop and test instructional materials, methods or techniques for bilingual vocational training.

AREAS OF CONCERN

Although both the State Grants Program and the Commissioner's discretionary programs have ample language about providing equal access to women and men in vocational education and about eliminating sex bias and sex stereotyping, much of the language is permissive rather than mandatory and reporting requirements about accomplishments could be strengthened considerably.

Within the State Grants Program, for example:

1. The writing of the five year State plans, the annual plans and the accountability reports do not require representation of women or minorities, only that the sex equity coordinator has the opportunity to review them.

2. While there are to be public meetings for the plans and accountability reports, there is some question about how widely publicized these hearings will be. The five year plans have already been submitted. Hearing for the annual plan are to be held prior to July 1 for the following year, while hearings on the accountability reports are to be held prior to July 1 after the program year.

3. The various reports and plans are to be available through the States, although there may be some problem with getting access to them, if for example exhorbitant xerox charges are made.

4. Although five-year State plans must set forth a detailed description of policies and procedures that the State will follow to assure equal access to vocational education programs by both men and women, the accountability reports do not have the same requirements. To accept the accountability report, the Commissioner need have only assurances that the sex equity coordinator has been afforded the opportunity to review the documents. In addition, the accountability reports do not require that States submit data by race or by sex of participants.

5. The membership on the State Advisory Council is to consist of appropriate representation of both sexes, racial and ethnic minorities, and the various geographic regions of the State. The term "Appropriate Representation" means representation which generally reflects the percentage of women or minorities in the population of the State or the percentage of women or minorities in the work force of the State. The latest available data indicate, however, that in only four States are at least half of the members women.

6. Among the required representation on the State Advisory Councils are one or more individuals who are women with background and experience in employment and training programs and who are knowledgeable of sex discrimination and sex stereotyping, including minority women. While most interpret this category to consist of at least two women, there are instances where only one woman is being appointed.

7. Concerns has also been expressed about the qualifications for the personnel working full-time on sex equity concerns. These are not spelled out in the regulations. Concerns has been expressed that unnecessary qualifications (such as managerial experience) are being required and at the same time previous experience in the sex equity area is not being required.

8. Both the State Board and State Advisory Council are to evaluate the vocational education programs funded. The requirements for the State Board are the most explicit, requiring evaluations in quantitative terms of the effectiveness of each formally organized program or project supported by Federal, State and local funds. Included in these evaluations must be the results of additional services that the State provides to these special populations: women, members of minority groups, handicapped persons, disadvantaged persons and persons of limited English-speaking ability. The results of such evaluations are to be used for program revision and improvement and are to be readily available to the State Advisory Council. While the State Advisory Council is to review these evaluations in their report to the National Advisory Council and is to publish the results of its own evaluation studies, it is unclear how available the evaluation results are going to be from the mandated State board evaluations.

9. In practice the letter of the law and the spirit of the law do not necessarily coincide and therefore programs require close public scrutiny. In North Dakota's State plan for FY 79, for example, about $2800 is set aside for displaced homemakers for the purposes of a needs assessment; the funds seem small even for a needs assessment. While there is little that can be done with FY 79 funds, public attention should be focused on North Dakota's plans for FY 80.

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Mary Ann Millsap

Appendix B

Comprehensive Employment and Training Act of 1973, as Amended, and its Impact on Women

Comprehensive Employment and Training Act of 1973 and Its Impact on Women

Under Title I, Comprehensive Manpower Services, the Act was intended to develop and create job opportunities and the training, education and other services needed to enable individuals to secure and retain employment to their maximum capacity. This is primarily on-job-training and adult work experience. There was no mention of women as illustrative of program groups, although funds may be spent for health care and medical services and child care. There was no mention of any activities for "non-traditional" careers and adverse effects of sex stereotyping. Five percent of the funds were available at the Secretary's discretion, particularly for programs of demonstrated effectiveness. Non-traditional programs could have been emphasized here. The prime sponsors were to appoint planning councils under this Title, although no mention is made of women or minority group representation. A State Manpower Services Council, appointed by the Governor, was also to be set up with representatives from local government, vocational education, other state agencies, organized labor, business and industry, the general public and "representatives of community-based organizations ; and of the client community to be served under this Act"(including persons of limited English speaking ability). There was no mention of women or other minorities as members of the Council nor was there a mandate to examine any specific concerns of ethnic/racial minorities or women.

Under Title II, Public Employment Programs, funds were available to provide unemployed and underemployed persons with transitional employment in jobs providing needed public services in areas qualifying for assistance and, where feasible, related training and manpower services to enable such persons to move into employment or training not supported under this Title. Public service employment, rather than on-job-training or adult work experience, was funded under this title. Indian tribes are included as eligible applicants. New careers and career advancement are mentioned. Prime sponsors were to collect data on the number of potential, eligible participants and their income and employment status. Special consideration is given to unemployed veterans who had served in Indochina or Korea on or after August 1964. Also consideration given to persons who have participated in manpower training programs for whom employment opportunities would not be otherwise immediately available. There was also an assurance required that the "program will, to the maximum extent feasible, contribute to the elimination of artificial barriers to employment and occupational advancement, including civil service requirements which restrict employment opportunities for the disadvantaged". They could have mentioned sex and race bias/stereotyping, but it was not mentioned. There also had to be assurances given that no jobs will be filled in other than an entry level position until personnel procedures and collective bargaining agreements were complied with. One could have assumed then that previous work experience and salary

would not affect earnings differentials. Public service jobs were to be no greater than $10,000 per year. Another important provision under Title II was that, "The Secretary shall make financial assistance under this title available in such a manner that to the extent practicable, public service employment opportunities will be available on an equitable basis in accordance with the purposes of this title among significant segments of the population of unemployed persons, giving consideration to relative numbers of unemployed persons in each such segment". Participant data were to be collected by sex, as well as by age, race, health, education, and previous wage and employment experience. There was also a strong anti-discriminatory provision: "The Secretary shall not provide financial assistance for any program under this title unless the grant, contract, or agreement with respect thereto provides that no person with responsibilities in the operation of such program will discriminate with respect to any program participant or any applicant for participation in such programs because of race, creed, color, national origin, sex, political affiliation or beliefs". It was not intended that the Title be affirmative, only that it be non-discriminatory. There were also placement goals but not placement requirements and applicants could request waivers of goals if such goals were not feasible. If a waiver were granted, failure to meet placement goals would not be cited in any official review or evaluation of that eligible applicant's program.

Under Title III, Special Federal Responsibilities, two parts appeared: one for special target groups, the other on research, training and evaluation. Under Special Target Groups, the section was to provide additional manpower services to segments of the population that are in particular need of such services, including youth, offenders, persons of limited English-speaking ability, older workers and other persons determined by the Secretary. Indians and migrants were also mentioned, but there was no mention of women. In the section on Research, Training and Evaluation, the last mentioned of 10 illustrative research studies was "for improvements of opportunities for employment and advancement through the reduction of discrimination and disadvantage arising from poverty, ignorance and prejudice". There was no specific mention of women. In the section under Evaluation, the Secretary is instructed to evaluate all programs and activities including "their impact on communities and participants,...and the extent to which they meet the needs of persons of various ages". Again, there was no mention of women, although enrollee characteristics (including by sex) were to be collected. Also contained in Title III is a section on "Removal of Artificial Barriers to Employment and Advancement"which included setting forth recommendations for task and skill requirements for specific jobs and job descriptions. These would of course affect women, although there was no specific reference to women in the text.

Title IV refers to the Job Corps, an unusually intensive program operated in a group setting (sometimes residential) for low income, disadvantaged young men and women. While the wording begins with "a young man or woman who...", all of the language thereafter uses only the pronoun "he". There was also to be an independent evaluation of Job Corps, but there is no mention of data collection by sex or analysis of impact of the program by sex. There was, however, an important special limitation, as it was called. "On or before June 30, 1968, of the total number of Job Corps enrollees receiving training at least 25 percent shall be women. The Secretary shall immediately take steps to achieve an enrollment ratio of 50 percent women enrollees in training in the Job Corps consistent with (1) efficiency and economy in the operation of the program, (2) sound administrative practice, and (3) the socioeconomic, educational and training needs of the population to be served."

Title V sets up a National Commission for Manpower Policy, although there is no mention that any of the 17 members are to represent women or minorities. All members are appointed by the President. There was no mention either of any special attention to the needs of women or minorities among their duties.

Under Title VI, Emergency Jobs Program, transitional employment was to be provided for unemployed and underemployed persons in jobs providing needed public services and training and manpower services related to such employment. There was preference to those who have exhausted or are ineligible for unemployment insurance benefits and who have been unemployed for 15 or more weeks. There was also an anti-discriminatory provision identical to that appearing in Title II above. There was also another section on discrimination which outlined procedures the Secretary was to undertake were a prime sponsor found not to be in compliance. In this section there is specific reference to discrimination on the basis of sex.

The Comprehensive Employment and Training Act was amended in 1978. A description of the new Act and its impact on women is described in the following section.

Comprehensive Employment and Training Act of 1978 and Its Potential Impact on Women

The purpose of CETA, as amended, is "to provide job training and employment opportunities for economically disadvantaged, unemployed or underemployed persons which will result in an increase in their earned income and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency".

Title I

Under Title I, Administrative Provisions, a prime sponsor must submit a master plan and an annual plan. The master plan shall include (1) demographic characteristics of the population to be served, (2) detailed discussion of methods to identify and place recipients, and (3) description of a-rangement to insure equal employment opportunity and (4) procedures are developed which will lead to skill developm and job opportunities for participants in occupations traditionally limited to individuals of the opposite sex as well as consultations with groups not directly represented on the planning councils (this should benefit women since they are for the most part not well represented on planning councils).

The annual plan must include a description of the (1) eligible population identified by race, sex, national origin and age, (2) proposed activities and services for participants from these significant segments of the eligible population, (3) specific services for individuals experiencing severe handicaps in obtaining employment, including displaced homemak single parents, and women, and (4) performance and placement goals (including goals for specifically defined groups (e.g., women).

At least 45 days before submitting the plan, the prime sponsor must make the plan available to the general public, although comments from the general public need not be transmitted to the Secretary.

The membership on the planning council has been changed to include representatives of the eligible population (includ significant segments thereof). The State Employment and Training Councils shall also contain representatives of the eligible population (including significant segments thereof).

Among conditions applicable to all programs, as detailed in Title I, "no person whall be excluded from participation in, denied the benefits of, subject to discrimination under, or denied employment in the administration of, or in connecti with any such program because of race, color, religion, sex, national origin, age, handicap, or political affiliation or belief".

Also, "employment and training opportunities for particpants shall be made available by prime sponsors on an equitable basis in accordance with the purposes of this Act among significant segments of the population giving consideration to the relative numbers of eligible persons in each such segment". Through these amendments, women ought to be more equitably treated.

The increased participation of qualified disabled and Vietnam-era verans will be sought in the program, a continued focus from the 1973 Act.

Newly added to the law is another general provision: "Household support obligations shall be taken into account, and special consideration shall be given to alternative working arrangements such as flexible hours of work, work-sharing arrangements and part-time jobs, especially for parents of young children and for older persons".

Also newly added is the condition, "All programs to the maximum extent feasible, shall contribute to occupational development, development of new careers, upward mobility, and overcoming sex stereotyping (including procedures which will lead to skill development and job opportunities for participants in occupations traditiona-ly limited to the opposite sex)".

Included among required evaluation activities, The Secretary shall transmit annually to Congress a detailed evaluation report, including the extent to which significant segments of the population of unemployed persons are provided public service employment opportunities. Each program, as a condition of financial assistance, is to submit annual reports and evaluations, including participant characteristics by sex (cross-tabulated). There is no specific mention of a requirement to evaluate the impact of the program on women.

Consistent with the 1973 Act, the amendments include a section on nondiscrimination and the procedures the Secretary shall undertake in case of noncompliance.

Title II

Title II, Comprehensive Employment and Training Services, details the major programs for adults. Under Part B, Services for the Economically Disadvantaged, a variety of activities are allowable including counseling, outreach, support of work programs, education, on-job-training, work experience, supportive services, and "part-time, flexitime, and other alternative working arrangements for individuals who are unable because of age, handicap or other factors to work full-time".

Part C allows for occupational upgrading and retraining while Part D provides transitional public service employment oppotunities to the economically disadvantaged at entry level.

Title III

Title III details special federal responsibilities. Under Part A, Special National Programs and Activities, persons who face particular disadvantage in labor markets or occupations now include women, single parents, and displaced homemakers. Special reference to displaced homemakers appears in this section, so that this group is now guaranteed at least some minimal program support. In the conference report, no more than 2 percent of the funds available for Title III would be available for the Displaced Homemaker Program.

Under Part B, Research, Training and Evaluation, there is again mention of research "for improvement of opportunities for employment and advancement through the reduction of discrimination and disadvantage arising from poverty, ignorance, or prejudice" but no explicit mention of women.

However, there is mention for the first time to undertake research programs to (1) investigate the applicability of job-sharing, worksharing, and other flexible work hours arrangements in various settings, and (2) investigate the extent to which job and wage classification systems undervalue certain skills and responsibilities on the basis of the sex of persons who usually hold the positions.

As the final research area, "the Secretary shall conduct educational and assistance programs designed to eliminate artificial barriers to employment based on race, sex, national origin, age, record of arrest or conviction, handicaps, marital status or other criteria. To support such programs, information shall be developed identifying all such artificial barriers, the numbers of persons affected, the manner in which such barriers operate, and how such barriers can best be eliminated".

Under evaluation, the Secretary shall undertake the continuing evaluation of all programs, activities and R&D projects including the extent to which they meet the needs of persons by age, sex, race and national origin.

Title IV

Title IV details the programs for youth. Under Part A, Youth Employment Demonstration Programs, a number of programs are described such as the youth employment and training programs including programs to overcome sex stereotyping in job development and placement, and programs and outreach mechanisms to increase the labor force participation rate among minorities and women.

For both Youth Community Conservation and Improvement Projects and Youth Employment and Training Projects, appropriate efforts shall be made to ensure that youth participati shall be youth experiencing severe handicaps in obtaining employment, including those who are women and minorities.

Under Part B, the Job Corps is reauthorized and the same provisions re the proportion of women applies, namely "The Secretary shall immediately take steps to achieve an enrollment of 50 percent women in the Job Corps consister with (1) efficiency and economy in the operation of the program, (2) sound administrative practice, and (3) the soc: economic, educational and training needs of the population to be served".

Under Part D, a summer youth program is described; the: is no specific reference to women.

Title V

Title V describes the National Commission for Employme Policy. None of the members are selected to represent wome or minorities. Among their tasks however is one to examine the impact of eligibility requirements on single heads of households (especially women and older Americans).

Title VI

Under Title VI, the Countercyclical Public Service Employment Program, temporary employment is provided during periods of high unemployment; there is no specific referenc to programs for women.

Title VII

Title VII relates to private sector opportunities, a new provision in the Act. Private industry councils are to be created whose members may include (but are not requi to include) representatives of persons eligible to partici in activities under this Title. Regarding programs, there no illustrative examples of programs designed to increase the participation of women in fields where they are tradit: underrepresented.

Title VIII

Title VIII establishes a young adult conservation cor While there is an anti-discrimination clause, there is no mention of special efforts to recruit women, although the forestry/wildlife area is traditionally male dominated.

A final provision of the law requires the Joint Economic Committee to report to Congress by March 1, 1979, on the ability of targeted structural employment training programs to achieve and sustain a decrease in unemployment rates among those segments of the labor force having special difficulty in obtaining employment.